



2019-2020 Charter School Program High Quality Replication Grant
COMPETITIVE GRANT Application Due 5:00 p.m. CT, April 30, 2019

NOGA ID

Authorizing Legislation

P.L. 114-95, ESEA, as amended by ESSA, Title IV, Part C; TEC, Chapter 12; TAC, Chapter 100, Subchapter AA

Applicants must submit one original copy of the application and two copies of the application (for a total of three copies of the application). All three copies of the application MUST bear the signature of a person authorized to bind the applicant to a contractual agreement. Applications **cannot** be emailed. Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494

Application stamp-in date and time

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Grant period from **July 1, 2019 – August 31, 2020**

☒ Pre-award costs are not permitted.

Required Attachments

1. Federal Definition of a Public Charter School
2. Documentation of Authorization to Charter
3. Board of Trustees Approval
4. Narrative Description from Superintendent

Amendment Number

Amendment Number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization **Hamlin Independent School District** CDN **127903** Vendor ID **1-75-6001730-7** ESC **14** DUNS **611209552**
Address **250 SW Ave F** City **Hamlin** ZIP **79520** Phone **325-576-2722**
Primary Contact **Misti Shoemaker** Email **mshoemaker@hamlin.esc14.net** Phone **325-576-2722**
Secondary Contact **Randy Burks** Email **rburks@hamlin.esc14.net** Phone **325-576-2722**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name **Randy Burks**

Title **Superintendent**

Email **rburks@hamlin.esc14.net**

Phone **325-576-2722**

Signature **Randy Burks**

Date **04-23-19**

Grant Writer Name **Misti Shoemaker**

Signature **Misti Shoemaker**

Date **4-23-19**

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is not an employee of the applicant organization.

RFA # **701-19-109** SAS # **440-20**

2019-2020 Charter School Program High-Quality Replication Grant

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2019-019607

Shared Services Arrangements**X** SSAs are **not permitted** for this grant.**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Students are performing below Hamlin ISD (HISD) expectations in Reading/ELA. In 2018, only 45% of third graders met expectations according to STAAR results.	HISD will implement project-based learning (PBL) and the Common Instructional Framework (CIF), including research projects for third graders. These program elements have resulted in much higher STAAR reading scores and college readiness in Roscoe Collegiate Elementary (the originating charter campus).
Students are performing below HISD expectations in math. In 2018, only 35% of third graders met expectations according to STAAR results.	Hamlin ISD will implement the CIF and PBL to help make gains on the Math STAAR. Like its higher reading results, these program elements of Roscoe Collegiate Elementary have driven higher math results as well.
Special populations students scored lower in reading and math compared to their general education peers. In 2017, only 44% of economically disadvantaged third graders met expectations according to STAAR results.	Hamlin ISD will use Harvard Instructional Rounds to help meet the needs of Special Populations by focusing discussion questions and next steps from rounds on these subgroups. Such an increased focused will results in actionable strategies, and ultimately raise STAAR results.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By 2020, 60% of all 3rd-6th grade students will achieve/meet grade level or above expectation on the STAAR Reading and the Hamlin Elementary Campus will receive an A letter grade.

This SMART Goal directly supports state and federal objectives of expanding the number of high-quality charter schools available to students in Texas.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

30% of students will have achieved mastery according to Measures of Academic Progress (MAP) Reading and Math. MAP is the benchmark assessment used by all Collegiate Edu-Nation (CEN) partner schools, including Hamlin Elementary.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

60% of students will have achieved mastery according to MAP Reading and Math.

Third-Quarter Benchmark

90% of students will have achieved mastery according to MAP Reading and Math.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks do not show progress towards meeting your summative SMART goal, describe how you will use evaluation data to modify your program for sustainability.

The HISD Superintendent and Board will use quarterly MAP data and summative, annual STAAR data to determine when and how to modify the program. Because these are leading indicators of the performance goals in the agreement between HISD and CEN—Attachment 2, Addendum A-3 of this application—they are important data points for the HISD Board to evaluate the entire partnership with CEN. In addition, MAP data can be used in real time by teachers, principals, and professional development support providers to make adjustments to model. This might include modifying the implementation of certain Common Instructional Framework or Project-Based Learning strategies with particular grades of students or subgroups. This assessment data also is shared with families so they better understand their student's progress on at least a quarterly basis. Ultimately, decisions to modify the program will prioritize actions that increase student achievement results and result in program sustainability.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check each of the following boxes to indicate your compliance.

- ☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ 3. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2019–2020 Charter School Program High-Quality Replication Grant Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
- ☒ 4. The applicant provides assurance that their financial accounting system adheres to the following requirements:
- a. accommodates the minimum 15-digit account code mandated by the FASRG;
 - b. generates information needed for PEIMS reporting; and
 - c. ensures adequate accountability of state and federal funds.
- If the applicant's financial accounting system is not approved by TEA, the applicant assures that it will budget and acquire an acceptable accounting system and training with these grant funds. Additionally, the applicant will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.
- ☒ 5. The applicant provides assurance that it will maintain clear documentation and data for the school and students served by this grant program, will comply with any reporting and evaluation requirements that may be established by the TEA, and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the grant funds.
- ☒ 6. The applicant provides assurance that it has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the applicant will provide such copy immediately.
- ☒ 7. According to Title IV, Part C of ESSA, to receive federal grant funds of any type, including U. S. Department of Education funds, the charter school must meet the following definition. By signing Attachment #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements in the definition is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.
- ☒ 8. **Open-enrollment charter holders applying on behalf of a high-quality campus approved by the commissioner of education:** The applicant provides assurance that the existing charter, as approved by the applicable state authorizer (the SBOE or the commissioner of education), and the Application for High-Quality Campus Designation, under which the new charter school campus was approved by the commissioner of education, are incorporated by reference into this grant application and address statutory requirements in compliance with PL 114-95, Title IV, Part C, ESSA.
- ☒ 9. **Charters established under TEC Chapter 12, Subchapter C:** The applicant provides assurance that the campus charter school will:
- a. maintain documentation which clearly demonstrates the supplementary nature of these funds;
 - b. be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065;
 - c. be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2019-2020 school year; and
 - d. be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district. traditional campuses within the district.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check each of the following boxes to indicate your compliance.

- ☒ 10. **Charters established under TEC Chapter 12, Subchapter C:** The applicant provides assurance that, as per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), the local education agency (LEA) will not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay.
- ☒ 11. **Charters established under TEC Chapter 12, Subchapter C:** The applicant provides assurance that the school district will:
- a. participate in the Texas Authorizer Leadership Academy (TALA) program;
 - b. review and adopt the Texas Education Agency's model Chapter 12, Subchapter C authorizer policies and charter application;
 - c. annually publish its authorizer policies;
 - d. submit its updated policies and charter application to TEA, along with the exact web address where this information is posted on the district's website, by October 1, 2019;
 - e. work with a high-quality charter management organization (CMO) or create an innovation management organization (IMO) that will have its own independent board, separate and apart from the school district's board of trustees, to oversee management of the originating campus and its replication; and
 - f. work with a high-quality charter management organization (CMO) or create an innovation management organization (IMO) that will have an Executive Director/Chief Executive Officer (CMO) who is responsible for management of the originating campus and its replication.

By certifying acceptance of and compliance with these provisions and assurances (11 a-f), the applicant further certifies that noncompliance with any of these provisions and assurances may result in forfeiture of participation in this grant program.

Statutory Requirements

1. Describe the roles and responsibilities of the eligible applicant, any partner organizations, and charter management organizations, as applicable, including the administrative and contractual roles and responsibilities of such partners.

As described in the HISD/CEN Agreement--Attachment 2--CEN will have sole authority over matters involving academic curriculum and the instructional program (except Special Education). CEN also will have sole authority to select, reassign at the school, or request removal by the district of district employees; as well as to hire or terminate employees.

HISD--the eligible applicant for this grant--also has important authorities. These include authorizing CEN to manage Hamlin Elementary, creating a vision and theory of change for HISD and ensuring that the partnership is aligned, holding CEN accountable to meeting performance measures in the agreement, as well as reviewing the partnership.

2. Describe the quality controls agreed to between the eligible applicant and the authorized public chartering agency involved, such as a contract or performance agreement, how a school's performance in the state's accountability system and impact on student achievement (which may include student academic growth) will be one of the most important factors for renewal or revocation of the school's charter, and how TEA and the authorized public chartering agency involved will reserve the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school.

HISD has created an 1882 Performance Agreement with CEN--Attachment 2. Student Outcome Goals have been created in addition to the partnership--see Addendum A-3 of the agreement. The performance goals and agreement are clear that if Hamlin Elementary is placed in one of the lowest two categories of school improvement for two or more consecutive years, then HISD may terminate this Agreement. Addendum A-3 of the agreement also states that HISD may terminate the agreement if CEN fails to meet financial, structural, or operational goals.

3. Describe how the autonomy and flexibility granted to the proposed charter school campus is consistent with the definition of a charter school in Section 4310, including how the proposed charter school campus will have a high degree of autonomy over budget and operations and personnel decisions. Include a detailed description of the ways in which the proposed charter school campus will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. For a charter school campus authorized by the local board of trustees pursuant to TEC, Chapter 12, Subchapter C, describe how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the school district.

The agreement between HISD and CEN to manage Hamlin Elementary gives CEN autonomy over curriculum and program, and to select or remove employees. CEN also manages school operations, teaching and other instructional staff, and other campus-based personnel. The roles are aligned with Section 4310--the federal definition of a public charter school. Managed by CEN, the focus of Hamlin Elementary is the pursuit of a student achievement, college readiness, and workforce readiness. What's more, as an in-district charter, the campus is exempt from State or local rules that inhibit the flexible operation and management of the school. Both of these are important provisions of Section 4310. As a district of innovation in Texas, HISD already has some exemptions from state laws related to the school start date and class sizes. Nevertheless, the CEN partnership offers additional flexibility regarding elementary teacher certification and salary schedule.

Statutory Requirements

4. Describe how the eligible applicant will solicit and consider input from parents and other members of the community on the implementation and operation of the proposed charter school campus.

HISD's leadership has already begun to consult with campus personnel about the partnership with CEN. At a faculty meeting with the superintendent, teachers asked and received answers to a range of questions about the implications of implementing the Roscoe Collegiate model in Hamlin.

In addition, the superintendent attended meetings of Hamlin's two most important service clubs--Lions and Rotary--as well as met with the Hamlin Mayor to share and overview of the partnership and the CEN model. The leadership of Educational Service Center 14 also has been engaged by the HISD Superintendent about CEN's operation of the charter campus.

Dr. Kim Alexander, Chancellor of CEN, also presented to the HISD Board of Trustees. These and other steps resulted in the unanimous approval of the partnership by the Board.

5. Describe the eligible applicant's planned activities and expenditures of grant funds to open and prepare for the operation of the proposed high-quality charter school campus, and how the eligible applicant will maintain financial sustainability after the end of the grant period.

To support the launch of a CEN's management of Hamlin Elementary, HISD has developed a budget that is responsive to feedback from Hamlin educators and will invest the majority of resources in them. Most of funding will flow to CEN and its partner Educate Texas to support professional development for teachers and leaders. These activities will include a comprehensive assessment of instructional needs, as well as support to implement the strategies that have driven student achievement results in Roscoe, the originating charter campus. These instructional strategies include project-based learning (PBL) with a focus on high-cognition student research activities, Advancement Via Individual Determination (AVID) college readiness programming, and the Common Instructional Framework--as set of powerful teaching and learning strategies. In addition, the activities also target educator compensation (limited to the planning phase and 30 days of implementation), provide resources to select supplementary textbooks aligned with the instructional model, and make minor facilities repairs to create a powerful learning environment. CSP grants are intended to startup the CEN model in Hamlin, with future implementation activities to be covered by existing revenues.

6. Describe how the eligible applicant will support the use of effective parent, family, and community engagement strategies to operate the proposed charter school campus.

HISD and CEN leaders are working to establish and build upon several parent, family, and community engagement strategies. These include hosting informational nights and including family and community members in instructional rounds--a core element of the CEN model. Social media (Facebook) and the Remind App will also be used as marketing and engagement tools. To build a college-going culture, parents will be invited to join their students for meet-the-college nights for the new Early College High School partner institutions. Considering that Healthcare is a regional workforce need, HISD will build on its partnership with Hamlin Medical Clinic, Hamlin Memorial Hospital, and Homeplace Manor to offer a Certified Nurse Assistant program for which even elementary students will have exposure. With CEN support, HISD will also develop a partnership for a local welding program.

Statutory Requirements

7. Describe the eligible applicant's plan for meeting the transportation needs of the students at the proposed charter school campus.

HISD will provide all necessary transportation to and from the campus and school related activities using regular student transportation route. Such transportation will continue to include students with special needs.

8. Describe and justify any requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived or otherwise not apply to the school.

HISD leadership does not anticipate requesting any waivers of Federal statutory or regulatory requirements. Nevertheless, CEN and HISD leaders have discussed the option of using additional charter school flexibility from state rules related to elementary teacher certification and the minimum salary schedule.

TEC, Subchapter C, Campus Charter Schools, must address the following requirement (#9):

9. Describe the educational program of the existing high-quality charter school that the district has partnered with at the proposed charter school campus, including a) how the program will enable all students to meet challenging state student academic achievement standards; b) the grade levels or ages of children to be served; and c) the curriculum and instructional practices to be used. Provide reference to relevant program-related attachments, including page numbers, where necessary.

CEN has three key program components that have resulted in A-rated campuses and 100% college readiness rates. The program components that have raised student achievement are 1) higher education partnerships; 2) workforce readiness initiatives; and 3) PK-12 college-ready instruction. The components will be in the HISD partnership from PK through 12th grade. In higher education, CEN's partnership will create universal early college, which equips 90% of students to earn an associate degree by the time they graduate from high school. The Texas A&M AgriLife Extension also brings critical resources to CEN schools, including high school and graduate-level research and demonstration support. For workforce readiness initiatives, CEN will support HISD to develop local industry partnerships that create paid apprenticeships for all high school students, building key career and life-readiness skills. Finally, the PK-12 college-ready instructional practices include AVID, project-based learning (PBL), and the Common Instructional Framework (CIF). 100% of HISD students will participate in AVID as a key element to develop college readiness and to build a college-going culture in the district and community. PBL principles in the partnership reinforce the college-focus as all students complete self-selected research projects beginning in the 3rd grade. CIF provides a nationally-recognized set of rigorous instructional and learning tools.

Statutory Requirements**TEC, Subchapter C, Campus Charter Schools, must address the following requirements listed below (#10 - #13):**

10. Describe how the district authorizer will monitor the proposed charter school campus in recruiting, enrolling, retaining, and meeting the needs of all students, including children with disabilities and English learners. Provide reference to relevant program-related attachments, including page numbers, where necessary.

HISD has developed an authorizing policy that aims to meet rigorous state and national authorizing standards. The HISD Board adopted the model authorizing policy--Attachment 2--from the Texas Partnership website and endorsed by TEA. This includes best practices for monitoring its partners activities related to recruiting, enrolling, retaining, and meeting the needs of all students. HISD Superintendent Randy Burks received feedback from TEA DSSI staff to update the district's oversight system for authorized charters to exclude the campus principal from the review team, as well as to strengthen the renewal and revocation process. During quarterly data reviews with CEN, the HISD leadership and board will analyze disaggregated data of special populations, especially students with disabilities and English learners, to ensure that all students are receiving high-quality services by the partner.

11. Describe the manner in which an annual independent financial audit of the campus is to be conducted. The campus charter must have a plan for an audit that is separate and apart from the district's annual financial audit. Provide reference to relevant program-related attachments, including page numbers, where necessary.

CEN is required in its agreement with HISD to complete an annual financial report that includes an audit of the Hamlin Elementary Campus. Moreover, to comply with the the financial performance goals in the agreement--Attachment 2, Addendum A-4--CEN will maintain high-quality financial management. This includes an unqualified audit opinion. HISD will continue to conduct a separate and independent audit of its district administrative activities.

12. Describe the manner in which the campus will provide information necessary for the school district in which it is located to participate, as required by TEC, Chapter 12, Subchapter C, or by SBOE rule, in public education information systems (PEIMS). Provide reference to relevant program-related attachments, including page numbers, where necessary.

The agreement between HISD and CEN for Hamlin Elementary requires HISD to appoint and employ the personnel responsible for maintaining necessary records, which shall include, but not be limited to, student attendance, and State and Federal funds accounting. CEN will provide all necessary data for HISD staff to meet this data reporting.

13. Describe the manner in which the district will flow other federal and state funds to the proposed charter school campus. Describe the timelines for flowing the federal and state funds to the campus that will ensure students are promptly receiving the benefit of services that appropriate federal and state funds can provide. Provide reference to relevant program-related attachments, including page numbers, where necessary.

The school will receive HISD's usual funds from the State's Foundation School Program ("FSP Funds") that all eligible students within the District receive. FSP funds are based primarily on the weighted average-daily-attendance ("WADA") allocation received by the District under TEC Chapter 42, Tiers I and II for eligible students enrolled in the District and in actual attendance at the School. HISD and CEN understand and agree that HISD shall use all the necessary FSP Funds and federal funds to pay for the educational and support services provided by CEN at the school. During the initial planning phase of the partnership, HISD and CEN leaders will review and set processes to direct all potential federal, state, and local resources that can be used to support the partnership.

TEA Program Requirements

1. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2019–2020.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
District-Authorized	13	34	32	27	34	23	36	22							221
Not Applicable - No students will be served during the 2019–2020 school year. <input type="checkbox"/>															
Total Staff	27	Total Parents		80	Total Families		69	Total Campuses		1					

2. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2020–2021.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
District-Authorized	15	37	34	32	38	34	38	30							258
Total Staff	28	Total Parents		82	Total Families		71	Total Campuses		1					

3. Provide the number of students to be served in 2019 -2020 who would otherwise attend a school identified as an *Improvement Required* campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school. Please click on the *All Campuses by Rating* link available at <https://tea.texas.gov/2018accountability.aspx> for more information.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
<input type="text"/>	5	7	10	5	6	8	9	12							62
Not Applicable - No students will be served during the 2019–2020 school year. <input type="checkbox"/>															
Total Staff	9	Total Parents		40	Total Families		48	Total Campuses		2					

4. Provide the names and nine-digit county/district/campus numbers of the campuses identified as an *Improvement Required* campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school that you will be impacting as described above. Please click on the *All Campuses by Rating* link available at <https://tea.texas.gov/2018accountability.aspx> for more information.

#	District Name	Campus Name	9 Digit CDC Number
1.	Abilene ISD	Reagan Elementary	221-901-120
2.	Ranger ISD	Ranger Elementary	67-907-101
3.			
4.			
5.			
6.			
Not Applicable - No students will be served during the 2019–2020 school year. <input type="checkbox"/>			

5. **TEC, Subchapter C, Campus Charter Schools (check all that apply):**

- ☒ a. The school district is currently participating in the Texas Authorizer Leadership Academy (TALA) and/or the System of Great Schools (SGS) Network.
- ☒ b. The school district board of trustees will establish a separate, independent operator board to oversee charter school replication activities within the district.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

PNP Equitable Services

☒ PNP Equitable Services **does not apply** to this grant.

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Total Planning Activity Costs (refinement of the desired educational results and the methods for measuring progress toward achieving those results and professional development of teachers and other staff who will work in the charter school) \$478,500

Total Implementation Activity Costs (informing the community about the school, acquiring necessary equipment and educational materials and supplies, acquiring or developing curriculum materials, and other initial operational costs that cannot be met from state or local sources) \$121,500

Total Planning Activity Costs + Total Implementation Activity Costs
(This amount should match TOTAL BUDGET REQUEST) \$600,000

PAYROLL COSTS (6100)	BUDGET
Educator compensation (planning phase)	\$53,500
Educator compensation (limited to first 30 days of implementation phase)	\$5,250
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
PROFESSIONAL AND CONTRACTED SERVICES (6200)	
Professional development and support for leaders and teachers (CEN and Educate Texas, planning phase)	\$375,000
Professional development and support for leaders and teachers (CEN and Educate Texas, implementation)	\$31,250
<input type="text"/>	<input type="text"/>
SUPPLIES AND MATERIALS (6300)	
Supplementary textbooks and materials	\$75,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
OTHER OPERATING COSTS (6400)	
Minor facilities repairs (excluding construction)	\$60,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
CAPITAL OUTLAY (6600)	
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

TOTAL BUDGET REQUEST \$600,000